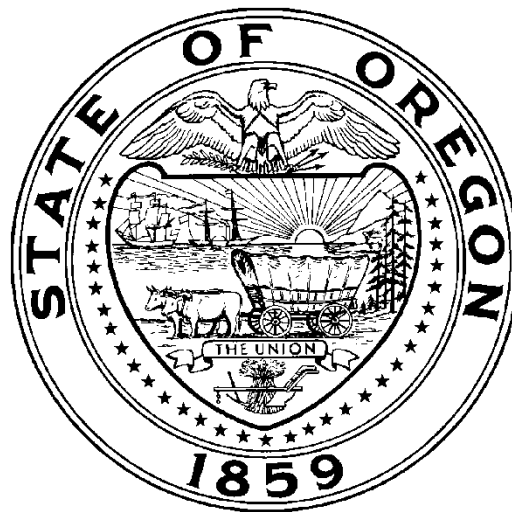

Appendix 2.6C

Report Card Rating Policy and Technical Manual

For Report Cards Issued on October 9, 2014

Oregon Department of Education
Office of Learning
Instruction, Standards, Assessment, and Accountability Unit
Salem, Oregon



October 2014

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I. Introduction

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon on or before December 15 of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, report cards must contain data from the most recent school year (if available) and meet the requirements of state and federal laws. The aim of report cards is to provide clear, meaningful, and relevant information to parents, educators, and communities concerning public school and district performance, improvement, and accountability.

In 2012, as part of Oregon's approved ESEA flexibility waiver, the ODE redesigned the school and district report cards to better convey how schools are doing at ensuring students achieve college and career readiness. The purpose of the report card redesign was to (a) more accurately reflect student learning and growth, (b) incorporate key measures of college and career readiness, (c) align the report card with district achievement compacts, and (d) make the Report Cards more user friendly and accessible.

The report card redesign included a stakeholder and public engagement process to make design, content, and methodology recommendations. This included public outreach efforts (i.e., focus groups and several online surveys) and the creation of a Report Card (RC) Steering Committee consisting of 17 members representing a diverse assortment of stakeholders throughout Oregon. The RC Steering Committee met twice per month from September 2012 to March 2013. Staff from the ODE attended each committee meeting in an advisory capacity. In addition to school and district data as required by Oregon's ESEA flexibility waiver and other federal/state laws, the redesigned school and district report cards include the recommendations from the RC Steering Committee (e.g., school principal/district superintendent letter, school/district demographic profile, comparison school rating, school performance data, student outcome data, and curriculum and learning environment data).

Report Card Scope, Purpose, and Guiding Principles

The report cards are an annual snapshot of school and district performance, improvement, and accountability. They display valid, stable, and reliable data that are also comparable across schools and districts within the state of Oregon. The report cards contain a large amount of data pertaining to a wide variety of education indicators (e.g., demographics, school performance on statewide assessments, graduation, curriculum and learning environment, etc.). The purpose of the school and district report cards is to communicate information to parents, educators, and communities about how schools are doing at ensuring students achieve college and career readiness while meeting the legislative expectation for school and district accountability. As such, the report cards should:

- Be clear, concise, well-defined, and understandable.
- Use information that is valid, stable, and reliable.
- Include all students.
- Report current levels of performance and improvement over time.
- Rate school performance.
- Be part of a larger accountability system.
- Meet federal and state requirements.

Guidelines for Reproducing and Distributing the Report Cards

Districts are responsible for ensuring that the school and district report cards reach the parents of children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-1060, each parent must receive a copy of the report cards by January 15, 2015. While many districts

choose to mail report cards to parents, it is important to note that this is not a requirement. Districts have discretion concerning the method they use to distribute report cards to parents and communities. Alternative distribution methods, according to OAR 581-022-1060, include mailing a copy, electronically sending a copy, and providing a link to a state or district web site containing the reports and also making copies available in local schools, libraries, parents centers, community centers, or other public locations easily accessible to parents and others.

The 2013-14 school and district report cards as well as supporting documents are available for download from the ODE website (see <http://www.ode.state.or.us/search/page/?id=1786>). For further information concerning the report cards, please contact Dr. Jonathan Wiens at jon.wiens@state.or.us or Dr. W. Joshua Rew at josh.rew@state.or.us.

Objective of the Report Card Rating Policy and Technical Manual

This manual is a compilation of policies and technical details pertaining to the report card ratings. The overall school rating is a requirement of Oregon's ESEA flexibility waiver as well as ORS 329.105 and OAR 581-022-1060. Please see [Report Card Rating Overview](#) and [Calculating the Overall School Rating](#) for specific details concerning the overall school rating and its calculation. Furthermore, the manual also includes a description of the calculations for each indicator and the comparison school rating as well as policies pertaining to subgroup determinations and small and new school rules.

II. Field Test School Accountability

During the Spring of 2014, 195 public schools in Oregon administered the Smarter Balanced (SB) field test in either English/language arts, mathematics, or both to students in certain tested grades. To lessen the burden on students and schools participating in the SB field test, the ODE applied for and received a [Field Test Flexibility Waiver](#) from the U. S. Department of Education. This waiver gives field test schools the flexibility to administer only one English/language arts and one mathematics assessment (e.g., either the OAKS reading assessment or the SB English/language arts field test) to students in field test grades during the 2013-14 school year. Administering more than one assessment to students in the same subject (i.e., OAKS and the SB field test) is not a requirement; however, field test schools may choose to “double-test” their students. The administration of the field test and whether a school double-tests students may impact the 2013-14 overall school ratings.

Field test schools that had a sufficient number of OAKS tests (as described below) will receive an overall school rating in 2013-14. Field test schools that did not have a sufficient number of OAKS tests will retain their overall school rating from 2012-13. The intention of the following rules was to ensure that field test schools received valid ratings in 2013-14 by determining when to (a) include double-test OAKS scores in the school accountability system and (b) retain the overall school rating from the previous year for field test schools.

When to Include Double-Test OAKS Scores in School Accountability

The school accountability system will include double-test OAKS scores for a specific field test grade and subject within a school if OAKS participation is $\geq 94.5\%$ of all students in that specific field test grade and subject. Furthermore, the school accountability system will include double-test OAKS scores for small field test schools under the following rules:

- Two or fewer non-participants when the total participation denominator is between 20 to 39 students for a specific field test grade and subject.
- One non-participant when the total participation denominator is less than 20 students for a specific field test grade and subject.

When to retain the Overall School Rating from the Previous Year

Field test schools that double-test all students in all field test grades and subjects will be eligible to receive a new overall school rating on the 2013-14 school report card (provided they meet the standard minimum n-size requirements). However, a field test school will not receive achievement and growth ratings in 2013-14 if there is a greater than or equal to 40% decrease in the number of included OAKS tests (across both subjects and all tested grades) from 2012-13 to 2013-14. In this case, these field test schools will retain their overall school rating from 2012-13 on the 2013-14 school report card.

Please visit the following link (<http://www.ode.state.or.us/search/page/?id=4136>) to view additional information concerning field test school accountability, such as the list of field test schools, the Field Test Flexibility approval letter, and guidance from the U. S. Department of Education.

III. Report Card Rating Overview

The elementary, middle, and high school report cards display two ratings: the overall school rating and the comparison school rating. The overall school rating is normative and consists of five levels where level 1 is the lowest and level 5 is the highest rating. Each level corresponds to how schools perform on all applicable rating indicators (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation) as compared to all schools statewide. The comparison school rating consists of three rating categories (i.e., below average, about average, and above average) and represents a school's overall rating as compared to schools from the same school type (i.e., elementary, middle, high and combined¹ schools) with similar student demographics. The majority of this manual discusses the calculation of the overall school rating and the rating indicators; however, see [Comparison School Rating](#) for details concerning the comparison school rating and its calculation.

Ratings Detail Report

The ratings detail report describes the overall school rating, the rating methodology, and the rating for each indicator (i.e., academic achievement, academic growth, subgroup growth, graduation, and subgroup graduation). It consists of the following sections:

- *Overall School Rating* (page 1): Summary of indicator ratings (i.e., levels, percent of points earned, weights, and weighted points), weighted percent of points, overall rating cutoffs, number of missed participation targets, and federal reporting designations (see [Calculating the Overall School Rating](#)).
- *Indicator Ratings* (page 2): Summary of subgroup indicator ratings (i.e., levels, points earned, and points eligible), summary of indicator ratings (i.e., level and percent of points earned), and indicator rating cutoffs. The indicator ratings are the ratings for academic achievement, academic growth, subgroup growth, graduation, and subgroup graduation.
- *Academic Achievement Rating* (page 3): Summary of reading and mathematics achievement by subgroup (i.e., level, number of tests, percent met, and combined percent met) and the achievement rating cutoffs. The definition of the academic achievement rating is the points a school earns according to the percent of students who meet the state achievement standards on reading and mathematics assessments in grades 3 through 8 and 11 (see [Calculating the Achievement Rating](#)).
- *Academic Growth Rating* (page 4): Summary of reading and mathematics growth for all students in the school (i.e., level, number of students, median growth percentile, combined median growth percentile, combined target growth percentile [for elementary and middle schools only], and on track growth [for elementary and middle schools only]) and the growth rating cutoffs. The definition of the academic growth rating is the points a school earns according to the value of the median growth percentile (see [Calculating the Growth Rating](#)).
- *Subgroup Growth Rating* (page 5): Summary of reading and mathematics growth by subgroup (i.e., level, number of students, median growth percentile, combined median growth percentile, combined target growth percentile [for elementary and middle schools only], and on track growth [for elementary and middle schools only]) and the growth rating cutoffs. The definition of the subgroup growth rating is the points a school earns according to the value of the median growth percentile for four specific subgroups: Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities (see [Calculating the Subgroup Growth Rating](#)).

¹ Combined schools are schools that are a combination of high school grades and any grades 7 and lower.

- *Graduation Rating* (page 6 for high schools): Summary of the four-year and five-year cohort graduation rates for all students in the school (i.e., level, adjusted cohort, graduation rates, and combined graduation rate) and the graduation rating cutoffs. The definition of the graduation rating is the points a school earns according to the value of the highest four-year or five-year cohort adjusted graduation rate (see [Calculating the Graduation Rating](#)).
- *Subgroup Graduation Rating* (page 7 for high schools): Summary of the four-year and five-year cohort graduation rates by subgroup (i.e., level, adjusted cohort, graduation rates, and combined graduation rate) and the graduation rating cutoffs. The definition of the subgroup graduation rates is the points a school earns according to the value of the highest four-year or five-year cohort adjusted graduation rate for four specific subgroups: Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities (see [Calculating the Subgroup Graduation Rating](#)).

The last two sections of the ratings detail report describe participation in statewide assessments. The overall school rating does not include participation in statewide assessments as a rating indicator. However, while schools do not receive points for participation, a school's overall rating will lower by one level for each consecutive year that at least one subgroup misses the participation target of 94.5 percent (starting with the 2012-13 school year). The first participation section is a summary of reading and mathematics assessment participation by subgroup (i.e., status, number of participants and non-participants, and prior, current, and combined participation rates). Note that the combined participation rate for field test schools includes both OAKS and SB test participants.

The second participation section is a summary of reading and mathematics assessment participation by grade and assessment type (i.e., OAKS or the SB field test). This section is only applicable to field test schools, and indicates by grade and subject whether (a) the school administered the SB field test in the tested grade, and (b) the school accountability system will include double-test OAKS scores in the Academic Achievement, Academic Growth, and Subgroup Growth indicators. Additionally, this section displays the total number of students enrolled on the first school day in May (i.e., the denominator), the number of SB field test participants and SB field test participation rate, and the number of OAKS participants and the OAKS participation rate. The rationale for this section is twofold: (1) to provide field test schools with OAKS participation data which is the basis for including or excluding double-test OAKS scores in the school accountability system and (2) to meet the requirements of the Field test Flexibility Waiver (see [Field Test School Accountability](#)).

IV. Calculating the Achievement Rating

The achievement rating is the first of five rating indicators that constitute the overall school rating. The focal determinant of the achievement rating for each school is the percent of students who meet the state achievement standards on reading and mathematics assessments in grades 3 through 8 and 11. The achievement rating section consists of the following parts: business rules, calculation of combined percent met, assignment of achievement points, and the determination of achievement rating.

Business Rules

The business rules for the achievement rating pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) reporting of subgroup achievement, and (d) the suppression of achievement results to protect student confidentiality.

The student inclusion rules are identical to those from the previous report card as well as the AYP reports. Please see the Assessment Inclusion Rules for Accountability Reporting at <http://www.ode.state.or.us/search/page/?id=1302> to view a full description of the inclusion rules.

The achievement rating for each school includes students who

- are a resident at the school on the first school day in May (as submitted in the 3rd period Cumulative ADM collection),
- are enrolled in grades 3 to 8 or 11,
- are full academic year² at their “May 1” school,
- have a valid test, and
- are not a first-year Limited English Proficient student.

Additional student inclusion rules are the following:

- Given that students may have multiple scores because they take the reading and mathematics assessments multiple times during the school year, the achievement rating only uses the highest score by subject for the given school year.
- The achievement rating credits the student’s highest score to the school where he or she was enrolled on the first school day in May (even if the student earned the score in another school and district prior to May 1).
- Students in high school may take the mathematics and reading assessment prior to the 11th grade. The achievement rating will only use the scores from earlier grades as long as the score met the high school achievement standard.
- Extended assessments are subject to a one percent cap³. This signifies that the number of extended assessments meeting the alternate achievement standards can represent no more than one percent of the total number of tests within a given district.
- The achievement rating will exclude Double-test OAKS scores if the OAKS participation rate is less than 94.5% of all students in that specific field test grade and subject. On the other hand, the achievement rating will include double-test OAKS scores for small field test schools under the following rules:

² Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The ODE calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

³ Please visit <http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=9994&TypeID=6> for further information concerning the one percent cap for extended assessments.

- Two or fewer non-participants when the total participation denominator is between 20 to 39 for a specific field test grade and subject.
- One non-participant when the total participation denominator is less than 20 for a specific field test grade and subject.

Schools receive an achievement rating if they meet the minimum n-size requirements⁴. These requirements are the following for mathematics and reading:

- All schools will receive an achievement rating if they have at least 40 tests for the two most recent school years in either reading or mathematics.
- Small schools will receive an achievement rating using four years of assessment data if they have fewer than 40 tests for the two most recent school years in either reading or mathematics.
- Schools will not receive an achievement rating if they have fewer than 40 tests for the four most recent school years.

Subgroup achievement results are not part of the achievement rating. However, the ratings detail report displays subgroup achievement and compares it to the Annual Measurable Objectives⁵ as long as they have at least 40 tests across two or four years. The ratings detail report presents the achievement of following subgroups⁶:

- All Students
- Economically Disadvantaged
- English Learners
- Student with Disabilities
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multi-Racial
- Underserved Races/Ethnicities

The ratings detail report suppresses the achievement results (i.e., counts and percentages) for all schools and subgroups that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- All counts of tests less than six and corresponding percentages receive an “*”.
- All percentages greater than 95% receive “> 95%” and corresponding counts receive an “*”.
- All percentages less than 5% receive “< 5%” and corresponding counts receive an “*”.

Calculation of Combined Percent Met

The ratings detail displays the counts of tests and the percent of students meeting the state achievement standards in reading and mathematics for the 2012-13 and 2013-14 school years. Additionally, the ratings detail report displays the combined percent met that represents the percent of all students meeting in the 2012-13 and 2013-14 school year. Note that the ratings detail report rounds all percentages to the nearest tenth of a percent. The calculation of the combined percent met includes the following:

⁴ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

⁵ Please see <http://www.ode.state.or.us/search/page/?id=24> for Annual Measurable Objectives for 2012-13 to 2017-18.

⁶ Please see [Subgroup Determinations](#) for further information concerning the rules to determine subgroup membership.

- Numerator = total number of students who are enrolled in the school for a full academic year with a valid test score meeting achievement standard.
- Denominator = total number of students who are enrolled in the school for a full academic year with a valid test⁷.

$$\text{Combined Percent Met} = \frac{\text{Number of Students Meeting Achievement Standard in 2012 – 13 and 2013 – 14}}{\text{Number of Students with a Valid Test in 2012 – 13 and 2013 – 14}}$$

Figure 1. Calculation of Combined Percent Met⁸

Assignment of Achievement Points

The achievement rating uses a five point scale with cutoffs to assign points to schools for their mathematics and reading achievement. Schools receive one to five points according to whether their combined percent met for mathematics or reading is above or below a specific cutoff. The total possible points a school can earn is ten (i.e., five points for mathematics and five for reading).

The following criteria determine the cutoffs for each of the five points:

- **5 points:** Schools who receive five points are in the top 10 percent of all schools in the state for the combined percent met in reading or mathematics. Note that these schools meet the Annual Measurable Objective.
- **4 points:** Schools who receive four points meet the Annual Measurable Objective but are not in the top 10 percent of all schools.
- **3 points:** Schools who receive three points do not meet the AMO but are not in the lowest 15 percent of schools.
- **2 points:** Schools who receive two points are in the lowest 15 percent of schools in terms of combined percent met but not in the lowest 5 percent.
- **1 point:** Schools who receive one point are in the lowest 5 percent of all schools in the state for combined percent met in reading or mathematics.

⁷ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The ODE calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

⁸ The calculation of combined percent met for four year schools is similar except the numerator and denominator consist of two additional years. For instance, the numerator will consist of the number of students meeting the achievement standard in 2010-11, 2011-12, 2012-13, and 2013-14. The denominator will consist of the number of students with valid tests in 2010-11, 2011-12, 2012-13, and 2013-14.

The following table describes the point scale and cutoffs for the 2013-14 school year.

Table 1. 2013-14 Achievement Point Cutoffs by School Type and Subject

Points	Elementary/Middle		High	
	Reading	Math	Reading	Math
5	87.2	82.3	93.2	81.5
4	72.0	69.0	85.0	70.0
3	58.8	49.2	66.6	42.1
2	49.6	39.3	56.2	25.3
1	< 49.6	< 39.3	< 56.2	< 25.3

Note that the cutoffs are different for each subject and school type (i.e., elementary, middle, or high school). For the purposes of accountability, high schools are those schools with grade 10 or higher regardless of whether they also have elementary or middle school grades.

Determination of Achievement Rating

The achievement rating consists of five levels. Each level corresponds to the percent of total points (i.e., $(\text{mathematics} + \text{reading points}) / \text{total possible points}$) a school earns above a cutoff. The following table lists the achievement rating levels and cutoffs.

Table 2. Achievement Rating Levels and Cutoffs

Rating	Points	Percent of Points Earned
Level 5	9 or 10	90% or 100%
Level 4	7 or 8	70% or 80%
Level 3	5 or 6	50% or 60%
Level 2	3 or 4	30% or 40%
Level 1	2	20%

For instance, a Level 5 rating refers to a school that earns at least 90 percent of possible points. This also signifies that the school is in the top ten percent of all schools in at least one subject (i.e., five points). It is important to note that the percent of points a school earns is not equivalent to the percent of students who meet the state achievement standards on reading and mathematics assessments.

Lastly, while the achievement rating uses points to determine the level a school earns, the ratings detail report incorporates the percent of points from the achievement rating and the other rating indicators (i.e., growth, subgroup growth, etc.) to calculate and determine the overall school rating.

V. The Oregon Growth Model

An important feature of the school accountability system and the overall school rating is student achievement growth (by school and subgroup). Student achievement growth refers to a student's progress on mathematics and reading assessments from year to year. This section summarizes the Oregon Growth Model, the calculation of student achievement growth, and school aggregations of achievement growth.

Overview of the Growth Model

The Oregon Growth Model is a statistical model that provides a description of each student's achievement growth on mathematics and reading assessments from year to year. Oregon adopted this growth model to obtain a waiver from specific provisions of the NCLB Act. Moreover, it is an adaptation of the Colorado Growth Model and specifically takes into account Oregon's assessment and accountability system.

Calculation of Student Achievement Growth

The Oregon Growth Model calculates an estimate of achievement growth using current and past achievement scores. The Oregon Growth Model expresses a student's achievement growth as a percentile. This percentile is known as a student growth percentile, and it is a normative measure of achievement growth. It specifically reflects a student's achievement growth relative to his or her academic peers (i.e., students in the same grade who have similar past achievement scores for the same subject). For instance, a student growth percentile of 50 indicates that a student's achievement grew equal to or more than 50 percent of academic peers with similar achievement histories. This growth percentile also represents the achievement growth of the average or typical student. The Oregon Growth Model also calculates a target growth percentile for 3rd through 8th grade students. The target growth percentile shows the amount of growth a student needs to either meet or maintain the achievement standard in the next three years.

The Oregon Growth Model uses the scores from mathematics and reading assessments for students in the 3rd through 8th and 11th grades. Moreover, the Oregon Growth Model only includes students with at least two consecutive achievement scores (i.e., a current score and at least one but as many as three prior achievement scores). Note that the Oregon Growth Model does not calculate student growth percentiles for 3rd grade students because they lack prior achievement scores. It will not calculate student growth percentiles for students who take extended assessments, are missing the current achievement score, or have irregular grade sequences due to retention or acceleration.

Achievement Growth Aggregations

The Oregon Growth Model calculates school level measures of student achievement growth and growth targets from mathematics and reading assessments. These are median growth and target growth percentiles (i.e., aggregates of student growth percentiles and target growth percentiles). They represent the typical achievement growth and typical target growth in mathematics and reading for schools and their respective subgroups. The growth rating uses the medians to determine whether a school and respective subgroups are on course to meet achievement standards in mathematics and reading (see [Calculating the Growth Rating](#)).

VI. Calculating the Growth Rating

The growth rating is the second of five rating indicators that comprise the overall school rating. The focal determinant of the growth rating for each school is the median growth percentile. As noted in [The Oregon Growth Model](#), the median growth percentile is an aggregate measure of student achievement growth on OAKS mathematics and reading assessments. The growth rating section consists of the following parts: business rules, median growth percentile, median growth targets, determination of on-track growth, assignment of growth points, and determination of growth rating.

Business Rules

The business rules for the growth rating pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, and (c) the suppression of growth results to protect student confidentiality.

The bulk of student inclusion rules are identical to those from the previous report card as well as the AYP reports. Please see the Assessment Inclusion Rules for Accountability Reporting at <http://www.ode.state.or.us/search/page/?id=1302> to view a full description of the inclusion rules. The student inclusion rules that deviate from the previous report card and AYP reports pertain to the requirement that students must have two or more years of assessment data for inclusion in the Oregon Growth Model.

The growth rating for each school will include students who

- are part of the achievement rating (see [Calculating the Achievement Rating](#)),
- are a resident at the school on the first school day in May (as submitted in the 3rd period Cumulative ADM collection),
- are enrolled in grades 4 through 8 or 11,
- are full academic year⁹ at their “May 1” school,
- have a valid test, and
- are not a first-year Limited English Proficient student.

Additional student inclusion rules are the following:

- The growth rating excludes students who take extended assessments, are missing the current achievement score, or have irregular grade sequences due to retention or acceleration.
- Students in grades four through eight must (a) have valid achievement scores from prior school years, (b) not be a first-year Limited English Proficient student in prior school years, and (c) be a resident in a Oregon school on the first school day in May for prior school years.
- Students in the eleventh grade must (a) have a valid eighth grade achievement score from a prior school year, (b) not be a first-year Limited English Proficient student for the year of their eighth grade achievement score, and (c) be a resident in an Oregon school on the first school day in May for the year of their eighth grade achievement score.
- Given that students may have multiple scores because they take the reading and mathematics assessments multiple times during the school year, the growth rating only uses the highest score by subject for the given school year.

⁹ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The ODE calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

- The growth rating credits the student’s highest score to the school where he or she was enrolled on the first school day in May (even if the student earned the score in another school and district prior to May 1).
- Students in high school may take the mathematics and reading assessment in 9th through 11th grades. The growth rating only uses the highest score from earlier grades as long as the score meets the high school achievement standard.
- The growth rating will exclude Double-test OAKS scores if the OAKS participation rate is less than 94.5% of all students in that specific field test grade and subject. On the other hand, the growth rating will include double-test OAKS scores for small field test schools under the following rules:
 - Two or fewer non-participants when the total participation denominator is between 20 to 39 for a specific field test grade and subject.
 - One non-participant when the total participation denominator is less than 20 for a specific field test grade and subject.

Schools receive a growth rating if they meet the minimum n-size requirements¹⁰. Schools that use four years of data for the achievement rating will also use four years of data for the growth rating. The minimum size requirements are the following:

- Schools will receive a growth rating if they have (a) at least 40 tests in the achievement rating and (b) at least 30 students with growth percentiles.

The rationale for the minimum n-size of 30 student growth percentiles is twofold. First, a large number of elementary schools in Oregon serve kindergarten through fifth grade. While students in these schools take assessments in the third through fifth grades, only fourth and fifth grade students will have growth percentiles (approximately two-thirds of students taking assessments in these respective schools). Thus, a suitable minimum n-size for the growth rating is two-thirds of 40 (i.e., the minimum n-size for the achievement rating) or approximately 30 students with growth percentiles. Second, the ODE conducted a simulation¹¹ to determine the influence of n-size on the stability of the standard errors of median growth percentiles. Findings from the simulation suggested that the standard error of the median reaches a reasonable level of stability at an n-size of 30.

The report card will suppress the growth results (i.e., counts and medians) for all schools that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- Student counts less than six will receive an “*”.
- Median growth percentiles will receive an “*” if the student count is less than six.
- Median target growth percentiles will receive an “*” if the student count is less than six.

Median Growth Percentile

The aggregate measure of student achievement growth is the median growth percentile. It represents the typical achievement growth at the respective school. A median is a measure that describes the middle value within a set of values. Thus, the median growth percentile indicates that 50 percent of students in the school exhibit achievement growth above and below the median.

¹⁰ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

¹¹ The simulation consisted of (a) a random uniform distribution consisting of 300,000 cases with values ranging from zero to one, (b) 10,000 random samples of size five through seventy-five, (c) calculation of sample median, and (d) calculation of the standard error of the median for each set of 10,000 random samples.

For instance, let's suppose a school has seven students with the following growth percentiles: 37, 58, 39, 65, 46, 51, and 57. To determine the median growth percentile, it is necessary to rank order the growth percentiles (i.e., 37, 39, 46, 51, 57, 58, and 65) and select the middle growth percentile. The middle value or median growth percentile for this school is 51.

Note that, if the number of student growth percentiles is even, the median growth percentile is the average of the two middle values. This can produce a median growth percentile that is not a whole number (e.g., 51.5).

The ratings detail report displays the median growth percentiles for each school year (e.g., 2012-13 and 2013-14). Also, it displays a median growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, the median growth percentile is the combination of two years of student growth percentiles, the rank order of the growth percentiles, and the selection of the middle value. Note that the "combined" median growth percentile for small schools will include four years of student growth percentiles. Finally, the ratings detail report shows median growth percentiles at the nearest tenth. The following table is an example of mathematics and reading median growth percentiles for a fictitious school.

Table 3. Example of Median Growth Percentiles by Subject

Subject	Median Growth		Combined Median
	2012-13	2013-14	
Reading	39.0	51.5	45.0
Math	53.0	56.0	54.5

Median Growth Targets

A critical part of the growth rating is to measure whether the typical student in each school is "on-track" to meet achievement standards over a particular time. To address this, the Oregon Growth Model calculates a growth target representing the amount of growth a student needs to either meet or maintain the mathematics or reading achievement standard in the next three years (only for 3rd through 8th grade students; see [The Oregon Growth Model](#)).

The median growth target is the school level measure of the amount of growth a typical student needs to meet the mathematics or reading achievement standard in the next three years. The ratings detail report displays the median growth target for each school year (e.g., 2012-13 and 2013-14). Also, the ratings detail report displays a median growth target representing the two most recent school years. This is not the average of the two medians. Rather, the median growth target is the combination of two years of growth targets, the rank order of the growth targets, and the selection of the middle value. Note that the "combined" median growth target for small schools will include four years of growth targets. Similar to median growth percentiles, the ratings detail report shows median growth targets at the nearest tenth. The following table is an example of mathematics and reading median growth targets for a fictitious school.

Table 4. Example of Median Growth Target by Subject

Subject	Median Growth Target		Combined Median Growth Target
	2012-13	2013-14	
Reading	68.0	63.0	66.5
Math	51.0	48.0	50.0

Determination of On-Track Growth

The growth rating provides a determination of whether the typical student in each school is “on-track” to meet mathematics or reading achievement standards in the next three years. This determination depends on the comparison between the median growth percentile and the median growth target. A school will exhibit “on-track growth” when the median growth percentile is equal to or greater than the median growth target. Conversely, a school will not exhibit “on-track growth” when the median growth percentile is less than the median growth target. Note that the Oregon Growth Model does not calculate growth targets for 11th grade students; thus, the determination of on-track growth is only applicable to elementary, middle, and combined (e.g., K-12) schools. The following table is an example of the on-track growth determination for a fictitious school.

Table 5. Example of On-Track Growth by Subject

Subject	Combined Median Growth Percentile	Combined Median Growth Target	On-Track Growth?
Reading	45.0	66.5	No
Math	54.5	50.0	Yes

Assignment of Growth Points

The growth rating uses a five point scale with cutoffs to assign schools points for their mathematics and reading achievement growth. Elementary and middle schools receive one to five points according to a combination of whether (a) they exhibit on-track growth and (b) their median growth percentile for mathematics or reading is above or below a specific cutoff. High schools receive one to five points according to whether their median growth percentile for mathematics or reading is above or below a specific cutoff. The total possible points a school can earn is ten (i.e., five points for mathematics and five for reading). The following table describes the point scale and cutoffs.

Table 6. Growth Point Cutoffs by On-Track Growth and School Type

Points	On-Track Growth (Applies to Elementary, Middle and Combined Schools)		High Schools
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	< 30	< 40	< 35

Determination of Growth Rating

The growth rating consists of five levels. Each level corresponds to the percent of total points (i.e., *(mathematics + reading points)/total possible points*) a schools earns above a cutoff. The following table lists the growth rating levels and cutoffs.

Table 7. Growth Rating Levels and Cutoffs

Rating	Points	Percent of Points Earned
Level 5	9 or 10	90% or 100%
Level 4	7 or 8	70% or 80%
Level 3	5 or 6	50% or 60%
Level 2	3 or 4	30% or 40%
Level 1	2	20%

For instance, a Level 5 rating refers to a school that earns 90 percent of possible points. This also signifies that the school is in the top ten percent of all schools in at least one subject (i.e., five points). Lastly, while the growth rating uses points to determine the level a school earns, the ratings detail report incorporates the percent of points from the growth rating and the other rating indicators (i.e., achievement, subgroup growth, etc.) to calculate and determine the overall school rating.

VII. Calculating the Subgroup Growth Rating

The subgroup growth rating is the third of five rating indicators that constitute the overall school rating. The focal determinant of the growth rating for each subgroup within each school is the median growth percentile. As noted in [The Oregon Growth Model](#), the median growth percentile is an aggregate measure of student achievement growth on mathematics and reading assessments. The subgroup growth rating section consists of the following parts: business rules, median growth percentile, median growth target, determination of on-track growth, assignment of growth points, and determination of growth rating.

Business Rules

The business rules for the subgroup growth rating pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) reporting of subgroup rating, and (d) the suppression of growth results to protect student confidentiality.

The student inclusion rules for the subgroup growth rating are identical to those for the growth rating. The subgroup growth rating for each school will include students who are part of the achievement rating (see [Calculating the Achievement Rating](#)) and the growth rating (see [Calculating the Growth Rating](#)).

Subgroups within a school receive a growth rating if they meet the minimum n-size requirements¹². These requirements are the following:

- All subgroups within schools will receive a growth rating if they have (a) at least 40 tests in the achievement rating and (b) at least 30 students with growth percentiles.
- Subgroups within schools will not receive a growth rating if they have less than 30 students with growth percentiles or if they have fewer than 40 tests in the subgroup achievement calculation.
- The growth rating for most subgroups will use two years of data; however, the subgroup growth rating at small schools will use four years of data. Please see the [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

The rationale for the minimum n-size of 30 student growth percentiles for each subgroup is identical to that for the growth rating (see [Calculating the Growth Rating](#)). The ratings detail report displays the growth rating for the following subgroups¹³:

- **Economically Disadvantaged**
- **English Learners**
- **Student with Disabilities**
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multi-Racial
- **Underserved Races/Ethnicities**

¹² Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

¹³ Please see [Subgroup Determinations](#) for further information concerning the rules to determine subgroup membership.

The subgroup growth rating only includes the above subgroups in **bold**. Specifically, the growth for students who are **Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities** will determine the subgroup growth rating. Note that **Underserved Races/Ethnicities** includes students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

The ratings detail report suppresses the growth results (i.e., counts and medians) for all subgroups that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- Student counts less than six will receive an “*”.
- Median growth percentiles will receive an “*” if the student count is less than six.
- Median target growth percentiles will receive an “*” if the student count is less than six.

Median Growth Percentile

The aggregate measure of student achievement growth is the median growth percentile. It represents the typical achievement growth for a specific subgroup at the respective school. A median is a measure that describes the middle value within a set of values. Thus, the median growth percentile indicates that 50 percent of students of a specific subgroup within the school exhibit achievement growth above and below the median.

For instance, let’s suppose a subgroup has seven students with the following growth percentiles: 37, 58, 39, 65, 46, 51, and 57. To determine the median growth percentile, it is necessary to rank order the growth percentiles (i.e., 37, 39, 46, 51, 57, 58, and 65) and select the middle growth percentile. The middle value or median growth percentile for this subgroup is 51.

Note that, if the number of student growth percentiles is even, the median growth percentile is the average of the two middle values. This can produce a median growth percentile that is not a whole number (e.g., 51.5).

The ratings detail report displays the median growth percentiles for each school year (e.g., 2012-13 and 2013-14). It also displays a median growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, it is the combination of two years of student growth percentiles, the rank order the growth percentiles, and the selection of the middle value. Note that the “combined” median growth percentile for small subgroups will include four years of student growth percentiles. Finally, the ratings detail report shows median growth percentiles at the nearest tenth. The following table is an example of mathematics and reading median growth percentiles for two subgroups.

Table 8. Example of Median Growth Percentiles for Specific Subgroups

Subgroup	Median Growth Percentile		Combined Median Growth Percentile
	2012-13	2013-14	
Economically Disadvantaged	39.0	51.5	45.0
English Learners	53.0	56.0	54.5

Median Growth Target

As mentioned in the [Calculating the Growth Rating](#), a critical part of the growth rating is to measure whether the typical student from a specific subgroup is “on-track” to meet achievement standards over a particular time. The Oregon Growth Model also calculates a growth target for each subgroup representing the amount of growth a student from a specific subgroup needs to either meet or maintain the mathematics or reading achievement standard in the next three years (only for 3rd through 8th grade students; see [The Oregon Growth Model](#)).

The median growth target is the aggregate measure of the amount of growth a typical student from a specific subgroup needs to meet the mathematics or reading achievement standard in the next three years. The ratings detail report displays the median growth targets for each school year (e.g., 2012-13 and 2013-14). Also, it displays a median growth target representing the two most recent school years. This is not the average of the two medians. Rather, the median growth target is the combination of two years of growth targets, the rank order of the growth targets, and the selection of the middle value. Note that the “combined” median growth target for small subgroups will include four years of growth targets. Similar to median growth percentiles, the ratings detail report shows median growth targets at the nearest tenth. The following table is an example of mathematics and reading median growth targets for two subgroups.

Table 9. Example of Median Growth Targets for Specific Subgroups

Subgroup	Median Growth Target		Combined Median Growth Target
	2012-13	2013-14	
Economically Disadvantaged	68.0	63.0	66.5
English Learners	51.0	48.0	50.0

Determination of On-Track Growth

The growth rating provides a determination of whether the typical student from a specific subgroup is “on-track” to meet mathematics or reading achievement standards in the next three years. This determination depends on the comparison between the combined median growth percentile and the combined median growth target. A subgroup within a school will exhibit “on-track growth” when the combined median growth percentile is equal to or greater than the combined median growth target. Conversely, a subgroup within a school will not exhibit “on-track growth” when the combined median growth percentile is less than the combined median growth target. Note that the Oregon Growth Model does not calculate a combined median growth target for 11th grade students; thus, the determination of on-track growth is only applicable to subgroups within elementary and middle schools. The following table is an example of the on-track growth determination for a fictitious school.

Table 10. Example of On-Track Growth by Subgroup

Subgroup	Combined Median Growth Percentile	Combined Median Growth Target	On-Track Growth?
Economically Disadvantaged	45.0	66.5	No
English Learners	54.5	50.0	Yes

Assignment of Growth Points

The subgroup growth rating uses a five point scale with cutoffs to assign points to subgroups within schools for their mathematics and reading achievement growth. Note that the subgroup growth rating only assigns points to the following subgroups (assuming these subgroups meet the minimum n-size requirements): **Economically Disadvantaged**, **English Learners**, **Students with Disabilities**, and **Underserved Races/Ethnicities**. Subgroups within elementary and middle schools receive one to five points according to a combination of whether (a) they exhibit on-track growth and (b) their median growth percentile for mathematics or reading is above or below a specific cutoff. Subgroups within high schools receive one to five points according to whether their median growth percentile for mathematics or reading is above or below a specific cutoff. The total possible points a subgroup can earn is ten (i.e., five points for mathematics and five for reading). The following table describes the point scale and cutoffs.

Table 11. Subgroup Growth Point Cutoffs by On-Track Growth and School Type

Points	On-Track Growth (Applies to Elementary, Middle and Combined Schools)		High Schools
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	< 30	< 40	< 35

Determination of Growth Rating

The subgroup growth rating consists of five levels. Each level corresponds to the percent of points (i.e., $(\text{mathematics} + \text{reading points}) / \text{total possible points}$) a school earns above a cutoff. Note that the total number of points a school earns is the sum of points from the four subgroups for mathematics and reading. The following table provides an example of the subgroup growth rating determination by subgroup.

Table 12. Subgroup Growth Rating Points Calculation by Subject

Reading	Points Earned	Points Possible	Median Growth	On-Track Growth
Economically Disadvantaged	3	5	45.0	No
English Learners	4	5	54.5	Yes
Students with Disabilities	*	*	*	*
Underserved Race/Ethnicity	3	5	44	Yes
Math				
Economically Disadvantaged	3	5	46	No

English Learners	5	5	61	Yes
Students with Disabilities	*	*	*	*
Underserved Race/Ethnicity	2	5	34	Yes
Totals	20	30		
Percent of Points Earned	66.7%			

The example in the table indicates that the students with disabilities subgroup did not meet the minimum n-size requirements or the suppression criteria; thus, they did not receive a rating and the ratings detail report suppressed their growth data. The subgroup growth rating for the school now depends on the sum of points from six subgroups (i.e., three subgroups in two subjects).

The sum of points the school earned is 20, the total possible points is 30, and the percent of points earned is 66.7 (i.e., $20 \div 30$). The following table lists the subgroup growth rating levels and cutoffs.

Table 13. Subgroup Growth Rating Levels and Cutoffs

Rating	Percent of Points Earned
Level 5	90% or above
Level 4	70% to 89.9%
Level 3	50% or 69.9%
Level 2	30% or 49.9%
Level 1	Less than 30%

Note that the levels, cutoffs, and interpretations for the subgroup growth rating are identical to those for the achievement rating (see [Calculating the Achievement Rating](#)) and the growth rating (see [Calculating the Growth Rating](#)). Lastly, while the subgroup growth rating uses points to determine the level a school earns, the ratings detail report incorporates the percent of points from the subgroup growth rating and the other rating indicators (i.e., achievement, growth, etc.) to calculate and determine the overall school rating.

VIII. Calculating the Graduation Rating

The graduation rating is the fourth of five rating indicators that comprise the overall school rating, and is only applicable to high schools and combined schools (e.g., K-12 schools). The focal determinant of the graduation rating for each school is the higher of the four-year or five-year cohort adjusted graduation rates. The cohort graduation rates represent the percent of students in the adjusted cohort who graduate with a regular high school diploma within a certain amount of years of entering high school (e.g., four and five years). The adjusted cohort refers to a group of students who began high school in a specific year (e.g., 2008-09 or 2009-10) after the inclusion of students who transfer into the school and the exclusion of students who emigrate, decease, or transfer out of the school.

The graduation rating section consists of the following parts: business rules, calculation of cohort adjusted graduation rate, calculation of combined graduation rate, assignment of graduation points, and the determination of graduation rating.

Business Rules

The business rules for the graduation rating pertain to (a) the inclusion of students in the rating and (b) the minimum n-size requirement to receive a rating.

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the student inclusion rules. Please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2012-13](#) link under **2012-2013 Cohort Graduation Rates** to view a complete description of the student inclusion rules.

Schools receive a graduation rating if they meet the minimum n-size requirements¹⁴. These requirements are the following:

- All schools will receive a graduation rating if they have at least 40 students in their adjusted cohort for the two most recent school years.
- Small schools will receive a graduation rating using four years of graduation data if they have at least 40 students in their adjusted cohort for the four most recent school years.
- Schools will not receive a graduation rating if they have fewer than 40 students in their adjusted cohort for the four most recent school years.

Note that the ratings detail report does not suppress the graduation results for schools with small n-sizes (i.e., adjusted cohort counts less than six students).

Calculation of Cohort Adjusted Graduation Rate

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the calculation of the four-year and five-year cohort adjusted graduation rates. To view a complete description of the calculation, please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2012-13](#) link under **2012-2013 Cohort Graduation Rates**.

Calculation of Combined Graduation Rate

The ratings detail report displays the four-year and five-year cohort adjusted graduation rates for the two most recent school years. Additionally, it displays combined four-year and five-year cohort adjusted graduation rates representing the two most recent school years. Note that this is not the average of

¹⁴ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

graduation rates. Rather, it is the combination of two years of student graduation data and the calculation of a combined rate (i.e., the sum of numerators ÷ the sum of denominators). Note that the “combined” graduation rate for small schools will include four years of graduation data. Finally, the ratings detail report shows the cohort adjusted graduation rates at the nearest tenth. The following table is an example of the cohort adjusted graduation rates for a fictitious school.

Table 14. Example of Cohort Adjusted Graduation Rates

Cohort	Cohort Adjusted Graduation Rate		Combined Graduation Rate
	2011-12	2012-13	
Four-Year	76.7	79.5	78.1
Five-Year	82.2	85.6	83.9

Assignment of Graduation Points

The graduation rating uses a five point scale with cutoffs to assign schools points for their four-year and five-year cohort adjusted graduation rates. Schools receive one to five points according to whether their rates are above or below a specific cutoff. The total possible points a school can earn is five. The following table describes the point scale and cutoffs for the 2013-14 school year.

Table 15. 2013-14 Graduation Point Cutoffs

Points	Four-Year Rate	Five-Year Rate
5	87.5	90.1
4	74.0	78.1
3	69.0	74.0
2	60.0	60.0
1	<60.0	<60.0

Determination of Graduation Rating

The graduation rating consists of five levels. Each level corresponds to the percent of points a school earns above a cutoff. As mentioned previously, the ratings detail report displays a four-year and five-year cohort adjusted graduation rate for the current year and a combination of the two most recent years (or four years in the case of small schools). The highest four-year or five-year cohort adjusted graduation rate (among the current year and combined year rates) will be the applied rate which determines a school’s graduation rating. The following table lists the graduation rating levels and cutoffs for the 2013-14 school year.

Table 16. 2013-14 Graduation Rating Levels and Cutoffs

Rating	Percent of Points Earned	
	Four-Year Rate	Five-Year Rate
Level 5	87.5% or above	90.1% or above
Level 4	74.0% to 87.4%	78.1% to 90.0%
Level 3	69.0% to 73.9%	74.0% to 78.0%
Level 2	60.0% to 68.9%	60.0% to 73.9%
Level 1	Less than 60.0%	Less than 60.0%

While the graduation rating uses points to determine the level a school earns, the ratings detail report incorporates the percent of points from the graduation rating and the other rating indicators (i.e., achievement, growth, etc.) to calculate and determine the overall school rating.

IX. Calculating the Subgroup Graduation Rating

The subgroup graduation rating is the fifth rating indicator. Similar to the graduation rating (see [Calculating the Graduation Rating](#)), it is only applicable to high schools. The focal determinant of the subgroup graduation rating is the higher of the four-year or five-year cohort adjusted graduation rates. The subgroup cohort graduation rates represent the percent of students from a specific subgroup in the adjusted cohort who graduate with a regular high school diploma within a certain amount of years of entering high school (e.g., four and five years). The adjusted cohort refers to a group of students from a specific subgroup that began high school in a specific year (e.g., 2008-09 or 2009-10) after the inclusion of students who transfer into the school and the exclusion of students who emigrate, decease, or transfer out of the school.

The subgroup graduation rating section consists of the following parts: business rules, calculation of cohort adjusted graduation rate, calculation of combined graduation rate, assignment of graduation points, and the determination of graduation rating.

Business Rules

The business rules for the subgroup graduation rating pertain to (a) the inclusion of students in the rating and (b) the minimum n-size requirement to receive a rating.

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the student inclusion rules. These rules are applicable to the subgroup cohort adjusted graduation rates. Please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2012-13](#) link under **2012-2013 Cohort Graduation Rates** to view a complete description of the student inclusion rules.

Subgroups within schools receive a subgroup graduation rating if they meet the minimum n-size requirements¹⁵. These requirements are the following:

- All subgroups within schools will receive a graduation rating if they have at least 40 students in their adjusted cohort for the two most recent school years.
- Subgroups within small schools will receive a graduation rating using four years of graduation data if they have fewer than 40 students in their adjusted cohort for the two most recent school years.
- Subgroups within schools will not receive a graduation rating if they have fewer than 40 students in their adjusted cohort for the four most recent school years.

The ratings detail report displays the subgroup graduation rating for the following subgroups¹⁶:

- **Economically Disadvantaged**
- **English Learners**
- **Student with Disabilities**
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White

¹⁵ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

¹⁶ Please see [Subgroup Determinations](#) for further information concerning the rules to determine subgroup membership.

- Multi-Racial
- **Underserved Races/Ethnicities**

The subgroup graduation rating only includes the above subgroups in **bold**. Specifically, the graduation data for students who are **Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities** will determine the subgroup graduation rating. Note that **Underserved Races/Ethnicities** includes students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

Note that the ratings detail report does not suppress the graduation results for subgroups with small n-sizes (i.e., adjusted cohort counts less than six students).

Calculation of Cohort Adjusted Graduation Rate

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the calculation of the four-year and five-year cohort adjusted graduation rates. These calculations are applicable to the subgroup cohort adjusted graduation rates. To view a complete description of the calculation, please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2012-13](#) link under **2012-2013 Cohort Graduation Rates**.

Calculation of Combined Graduation Rate

The ratings detail report displays the four-year and five-year cohort adjusted graduation rates for the two most recent school years. Additionally, it displays a combined four-year and five-year cohort adjusted graduation rates representing the two most recent school years. Note that this is not the average of graduation rates. Rather, it is the combination of two years of subgroup graduation data and the calculation of a combined rate (i.e., the sum of numerators ÷ the sum of denominators). Note that the “combined” graduation rate for small schools will include four years of subgroup graduation data. Finally, the ratings detail report shows the cohort adjusted graduation rates at the nearest tenth. The following table is an example of the cohort adjusted graduation rates by subgroup.

Table 17. Example of Subgroup Cohort Adjusted Graduation Rates

Cohort	Cohort Adjusted Graduation Rate		Combined Graduation Rate
	2011-12	2012-13	
Four-Year			
Economically Disadvantaged	72.1	74.8	73.5
English Learners	51.6	54.7	53.2
Students with Disabilities	57.2	60.5	58.9
Underserved Races/Ethnicities	61.6	65.1	63.4
Five-Year			
Economically Disadvantaged	78.3	81.1	79.7
English Learners	58.4	60.5	59.5
Students with Disabilities	64.9	67.2	66.1
Underserved Races/Ethnicities	68.3	72.6	70.5

Assignment of Graduation Points

The graduation rating uses a five point scale with cutoffs to assign subgroups within schools points for their four-year and five-year cohort adjusted graduation rates. Subgroups within schools receive one to five points according to whether their rates are above or below a specific cutoff. The total possible points a subgroup can earn is five. The following table describes the point scale and cutoffs for the 2013-14 school year.

Table 18. 2013-14 Subgroup Graduation Point Cutoffs

Points	Four-Year Rate	Five-Year Rate
5	87.5	90.1
4	74.0	78.1
3	69.0	74.0
2	60.0	60.0
1	< 60.0	< 60.0

Determination of Graduation Rating

The subgroup graduation rating consists of five levels. Each level corresponds to the percent of points a subgroup within a school earns above a cutoff. As mentioned previously, the ratings detail report displays a four-year and five-year cohort adjusted graduation rate for the current year and a combination of the two most recent years (or four years in the case of small schools). The highest four-year or five-year cohort adjusted graduation rate (among the current year and combined year rates) will be the applied rate which determines the subgroup graduation ratings. The following table lists the graduation rating levels and cutoffs for the 2013-14 school year.

Table 19. 2013-14 Subgroup Graduation Rating Levels and Cutoffs

Rating	Percent of Points Earned	
	Four-Year Rate	Five-Year Rate
Level 5	87.5% or above	90.1% or above
Level 4	74.0% to 87.4%	78.1% to 90.0%
Level 3	69.0% to 73.9%	74.0% to 78.0%
Level 2	60.0% to 68.9%	60.0% to 73.9%
Level 1	Less than 60.0%	Less than 60.0%

While the subgroup graduation rating uses points to determine the level a school earns, the ratings detail report incorporates the percent of points from the subgroup graduation rating and the other rating components (i.e., achievement, growth, etc.) to calculate and determine the overall school rating.

X. Calculating the Overall School Rating

The overall school rating includes the school's performance on each of the rating indicators (see [Calculating the Achievement Rating](#), [Calculating the Growth Rating](#), [Calculating the Subgroup Growth Rating](#), [Calculating the Graduation Rating](#), and [Calculating the Subgroup Graduation Rating](#)). Note that only high schools receive a rating for graduation and subgroup graduation. The focal determinant of the overall school rating is the weighted percent of points. This is the sum of weighted points (i.e., the percent of points earned × weight) a school earns across all applicable rating components. The overall school rating section consists of the following: business rules, calculation of weighted percent of points, and determination of overall school rating.

Business Rules

The business rules for the overall school rating are the following:

- The overall school rating does not include participation in statewide assessments as a rating indicator. However, while schools do not receive points for participation, a school's overall rating will lower by one level for each consecutive year that at least one subgroup misses the participation target of 94.5 percent (starting with the 2012-13 school year).
 - For example, if a school has at least one subgroup missing the participation target in 2013-14 (but not in 2012-13), the overall school rating will lower by one level (e.g., level 4 to level 3). On the other hand, if that same school also had a subgroup missing the participation target in 2012-13, the overall school rating will lower by two levels (e.g., level 4 to level 2).
- Schools will not receive a rating for a specific rating indicator if they do not meet the respective minimum n-size requirement for that indicator. Schools will still receive an overall rating as long as they have a rating for at least one indicator.
- Field test schools that did not have a sufficient number of OAKS tests will retain their overall school rating from 2012-13 (see [Field Test School Accountability](#) for more information).
- Only high schools receive a rating for graduation and subgroup graduation.
- High schools that receive a level 1 for their graduation rating cannot have an overall school rating which exceeds level 2.

Calculation of Weighted Percent of Points

Each school type (e.g., elementary/middle, combined, and high school) has a specific set of weights for each rating indicator. The determination of school types are the following:

- Elementary/middle: schools with a high grade of 9 or less (e.g., K-5, 6-8, and K-8 schools).
- Combined: schools with a high grade of 10 to 12 and a low grade of 7 or lower (e.g., K-12 and 7-12 schools).
- High: schools with a high grade of 10 or higher and a low grade of 8 or higher.

All school types have weights for the achievement, growth, and subgroup growth rating; however, only combined and high schools have weights for the graduation and subgroup graduation ratings (due to the fact that graduation is not applicable to elementary and middle schools). The following table lists the rating indicators and their respective weight for each school type.

Table 20. Rating Indicators and Weights by School Type

Rating Indicator	Weights by School Type		
	Elementary/Middle	Combined	High
Achievement	25	20	20
Growth	50	30	20
Subgroup Growth	25	15	10
Graduation	Not Applicable	25	35
Subgroup Graduation		10	15

Determination of Overall School Rating

The overall school rating consists of five levels. Each level corresponds to the weighted percent of points a school earns above a cutoff. The weighted percent of points is the sum of weighted points a school earns across all eligible rating indicators. The weighted points refer to the product of the percent of points a school earns for a specific rating indicator and the corresponding weight (i.e., the percent of points earned \times weight). The total possible weighted points a school can earn is 100 and the highest weighted percent of points is 100 percent. The following table provides an example of the overall school rating determination for a fictitious high school.

Table 21. Overall School Rating Example for a Fictitious High School

Rating Indicator	Level	% of Points Earned	Weight	Weighted Points
Achievement	Level 4	80.0	20	16.0
Growth	Level 3	60.0	20	12.0
Subgroup Growth	Level 3	55.0	10	5.5
Graduation	Level 4	80.0	35	28.0
Subgroup Graduation	Level 2	45.0	15	6.8
Number of Missed Participation Targets	0	Not Applicable		
Totals			100	68.3
Weighted Percent			68.3%	

The example in the table illustrates the percent of points the high school earned for each rating component, the corresponding weight, the weighted points for each rating component, and the percent of weighted points of 68.3. The following table lists the overall school rating levels and cutoffs for the 2013-14 school year.

Table 22. 2013-14 Overall School Rating Levels and Cutoffs

Rating	Percent of Points Earned
Level 5	87.0% or above
Level 4	70.0% to 86.9%
Level 3	47.0% to 69.9%
Level 2	26.5% to 46.9%
Level 1	Less than 26.5%

The fictitious high school earned 68.3 percent of weighted points which corresponds to an overall school rating of level 3. Note that the overall school rating is normative and indicates how well schools perform on all applicable rating components (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation) as compared to all schools statewide.

XI. Subgroup Determinations

The subgroup determinations refer to the rules pertaining to the assignment of students to specific subgroups. As noted previously, the ratings detail report displays achievement, growth, and graduation data by subgroup. These subgroups include *All Students*, *Economically Disadvantaged*, *English Learners*, *Student with Disabilities*, *American Indian/Alaska Native*, *Asian*, *Black/African American*, *Hispanic/Latino*, *Native Hawaiian/Pacific Islander*, *White*, *Multi-Racial*, and *Underserved Races/Ethnicities*. Moreover, the ratings detail report also provides a subgroup growth and graduation rating for specific subgroups (i.e., *All Students*, *Economically Disadvantaged*, *Limited English Proficient*, *Students with Disabilities*, and *Underserved Races/Ethnicities*). Lastly, the subgroup graduation rates have additional rules to determine subgroup membership.

All Students

The *All Students* subgroup includes all students who are a resident at the school on the first school day in May (as submitted in the 3rd Period Cumulative ADM collection). Exceptions to this are the following:

- Foreign exchange students, home schooling students, and students who pay tuition
- Students enrolled in private alternative programs and do not receive instruction in core academic subjects assessed by statewide assessments
- Students identified by the school or district as transferring in without a test score after the testing window closed
- Students enrolled in district special education programs

Economically Disadvantaged

The ratings detail report uses the eligibility application for free and reduced price meal programs to determine membership in the economically disadvantaged subgroup. School districts identify students as eligible for free and reduced price lunch in the 3rd Period Cumulative ADM collection. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means. Please see the Cumulative ADM Manual for more information about free and reduced price lunch data (see www.ode.state.or.us/go/cumADMManual).

English Learners

Information concerning the *English Learners* subgroup comes from the No Child Left Behind (NCLB) Act Limited English Proficient (LEP) collection. School districts identify students as either *Limited English Proficient* or formerly *Limited English Proficient*. Formerly *Limited English Proficient* refers to a student who exited a *Limited English Proficient* program in either of the two previous school years (see *Executive Numbered Memorandum No. 010-2006-07*). *English Learners* represents a student who:

- is age 3 through 21;
- attends or is preparing to enroll in an elementary school or secondary school;
- was not born in the United States or whose native language is a language other than English;
- is a Native American or Alaska Native or a native resident of the outlying areas;
- comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- is migratory, whose native language is a language other than English, and
- comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - the ability to meet the State's proficient level of achievement on statewide assessments (described in section 1111(b)(3) of the No Child Left Behind Act);

- the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Student with Disabilities

The *Students with Disabilities* subgroup includes all students receiving special education services at any time during the school year as part of an Individualized Education Programs (IEP). The data source for the *Student with Disabilities* subgroup is the 3rd Period Cumulative ADM collection.

Race/Ethnicity

Information concerning a student's race/ethnicity comes from the 3rd Period Cumulative ADM collection. A student may self-identify as one of the following:

- *American Indian/Alaska Native*: A student having origins in any of the original peoples of North America and who is not Hispanic.
- *Asian*: A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, and who is not Hispanic.
- *Native Hawaiian/Pacific Islander*: A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands and who is not Hispanic.
- *Black/African American*: A student having origins in any of the black racial groups of Africa and who is not Hispanic.
- *Hispanic/Latino*: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- *White*: A student having origins in any of the original peoples of Europe, North Africa, or the Middle East and who is not Hispanic.
- *Multi-Racial*: A student having origins in more than one race and who is not Hispanic.

Underserved Races/Ethnicities

The ratings detail report uses the *Underserved Races/Ethnicities* subgroup as part of the subgroup growth, subgroup graduation, and overall school ratings. This subgroup consists of students from specific racial/ethnic subgroups (i.e., *American Indian/Alaska Native*, *Native Hawaiian/Pacific Islander*, *Black/African American*, and *Hispanic/Latino*) that have an historical achievement gap in Oregon. The data source for the *Underserved Races/Ethnicities* subgroup is the race/ethnicity information from the 3rd Period Cumulative ADM collection.

Subgroup Membership for Graduation Rates

The cohort adjusted graduation rates represent the percent of students in the adjusted cohort who graduate with a regular high school diploma within a certain amount of years of entering high school (e.g., four and five years). Because these rates use multiple years of data, it is necessary to use multiple years of data to determine subgroup membership. Thus, the determination of subgroup membership requires the following rules:

- *Economically Disadvantaged*: If any 3rd Period Cumulative ADM collection or Spring Membership collection identifies the student as *Economically Disadvantaged* during any school year in which the student was enrolled in a high school grade.
- *English Learners*: If any LEP collection record identified the student as an *English Learner* during any school year in which the student was enrolled in a high school grade.
- *Students with Disabilities*: If any Special Education Child Count (SECC) record indicates a student received special education services during any school year in which the student was enrolled in a high school grade.
- *Race/Ethnicity*: The student collection record that determines the final outcome of the student, or in the student's last enrollment record, whichever is later.

XII. Small and New School Rules

All public schools receive a report card and ratings detail report; however, schools receive an overall school rating as long as they (a) are open on the first school day in May, (b) have a sufficient number of resident students, and (c) have operated for two or more years. This includes all charter schools, alternative schools, state operated schools, and correctional facilities in the state of Oregon.

However, certain schools (i.e., small and new schools) will not receive a school rating. The rules for small and new schools are the following:

- “Small schools” are those schools that have insufficient data across the two most recent school years as indicated by having an insufficient number (fewer than 40) of either mathematics or reading achievement tests. The ratings for these small schools will use four years of data for all indicators (when available).
- Small schools will not receive a rating for any rating indicators (including the overall school rating) if they have insufficient tests or students across the four most recent school years. Please see the minimum n-size requirements for the [Calculating the Achievement Rating](#), [Calculating the Growth Rating](#), [Calculating the Subgroup Growth Rating](#), [Calculating the Graduation Rating](#), and [Calculating the Subgroup Graduation Rating](#) for specific details.
- Schools will not receive an overall rating unless they have a rating for at least one indicator. Note that schools without indicator ratings will not receive an overall school rating.
- New schools are schools where the first year of operation is the current year. These schools will receive a report card and ratings detail report but not an overall school rating. This also includes schools that experience a significant boundary change and receive new school status from ODE.

It is important to note that district-administered programs and other public and private programs (e.g., magnet/special programs, special education, and career technical education programs) do not receive a report card, ratings detail report, or overall school rating according to the students enrolled in their programs. The ratings detail report will credit data pertaining to students from these programs to the resident school and/or district report cards and ratings detail reports if the resident school or district initiated the placement of students in the programs. Please visit <http://www.ode.state.or.us/pubs/instID/institutions-definitions-081506.pdf> for further information about school and program definitions as well as how to distinguish between programs and schools.

Finally, the school report card, ratings detail reports, and overall school ratings do not include achievement, growth, or graduation data for the following students:

- Students enrolled in private schools
- Foreign exchange students and home schooling students
- Students enrolled in private alternative programs and do not receive instruction in core academic subjects assessed Oregon statewide assessments
- Students identified by the school or district as transferring in without a test score after the testing window closed

Please see the [Calculating the Achievement Rating](#), [Calculating the Growth Rating](#), [Calculating the Subgroup Growth Rating](#), [Calculating the Graduation Rating](#), and [Calculating the Subgroup Graduation Rating](#) for specific details concerning student inclusion rules.

XIII. Comparison School Rating

The comparison school rating represents a school's overall rating as compared to schools from the same school type (i.e., elementary, middle, high and combined¹⁷ schools) with similar student demographics. The comparison school rating is a complex measure that requires the calculation of the comparison school index and the determination of comparison groups. The following three sections provide a basic discussion concerning how the ODE calculates the comparison school index, determines the comparison group, and calculates the comparison school rating for the school report card.

Comparison School Index

Each school with sufficient student enrollment¹⁸ has a comparison school index. The comparison school index is the critical determinant of a school's comparison group and an important contributor to the comparison school rating as well as the like-school averages on the school report card. The ODE derived the comparison school index from four demographic variables using principal components analysis (PCA). The four demographic variables are (1) the percent of students identified as economically disadvantaged, (2) the percent of students identified as ever English learners¹⁹, (3) the percent of students identified as belonging to an underserved racial/ethnic group²⁰, and (4) the percent of students identified as mobile within the school year²¹.

PCA is a multivariate statistical technique that applies a linear transformation to a number of similar variables (e.g., demographic variables) in order to produce a smaller set of uncorrelated and independent components (e.g., comparison school index). The aim of PCA is to retain the component(s) that explain the most variation in the original variables. ODE employs a PCA model that produces two components, and ODE uses the first component as the comparison school index. Thus, the comparison school index is simply the weighted linear combination of the four demographic variables that explains the largest amount of variability in those variables.

Comparison Group

The procedure that ODE uses to determine a school's comparison group is the following: (1) separate schools by type (i.e., elementary, middle, high and combined schools), (2) sort the comparison school index from lowest to highest, and (3) select the 10 schools immediately above and 10 schools immediately below a school's respective comparison school index. The comparison group will typically contain 20 schools; however, schools at the extreme ends of the comparison school index will have less than 20 schools because there are fewer schools above or below their comparison school index. Table 23 shows the comparison group for a fictitious elementary school: Jackie Robinson Elementary School. Note that (1) all the schools in the table are from the same school type (i.e., elementary) and (2) the values within the comparison school index are in order from lowest to highest. The comparison group for Jackie Robinson Elementary School includes 20 schools and ranges from George Washington Elementary School to Eleanor Roosevelt Elementary School (i.e., the 10 schools above the comparison

¹⁷ Combined schools are schools that are a combination of high school grades and any grades 7 and lower.

¹⁸ Schools with a student enrollment ≥ 40 students according to Spring Membership 2012-13.

¹⁹ These are students who were ever eligible for or participating in a program to acquire academic English.

²⁰ These are students who are either American Indian/Alaska Native, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander.

²¹ These are students who experienced one or more of the following: (a) attended more than one Oregon public school during the school year, (b) entered the Oregon public education system late (i.e., after October 1), (c) exited the Oregon public education system early (i.e., before May 2 without earning a diploma, certificate, etc.), and (d) had significant gaps in enrollment during the school year totaling ten or more consecutive school days.

school index) and Jason Lee Elementary School to William Clark Elementary School (i.e., the 10 schools below the comparison school index).

Table 23. Example Comparison Group

School Name	Comparison School Index
Sacagawea Elementary School	-1.404
Eleanor Roosevelt Elementary School	-1.400
Babe Didrikson Elementary School	-1.387
Margaret Mead Elementary School	-1.352
Roberto Clemente Elementary School	-1.341
Martin Luther King Jr. Elementary School	-1.340
Marie Curie Elementary School	-1.329
Rosa Parks Elementary School	-1.300
Marcus Whitman Elementary School	-1.294
Susan B. Anthony Elementary School	-1.292
George Washington Elementary School	-1.282
Jackie Robinson Elementary School	-1.282
Jason Lee Elementary School	-1.281
Ronald Reagan Elementary School	-1.280
Meriwether Lewis Elementary School	-1.275
Harriet Tubman Elementary School	-1.271
Abraham Lincoln Elementary School	-1.266
Clara Barton Elementary School	-1.241
John Adams Elementary School	-1.240
Hank Aaron Elementary School	-1.231
Helen Keller Elementary School	-1.226
William Clark Elementary School	-1.216
Louisa May Alcott Elementary School	-1.214

Comparison School Rating

Each school will receive a comparison school rating unless it (a) does not receive an overall rating or (b) does not have sufficient students to calculate a comparison school index. The comparison school rating represents a school's overall rating as compared to schools from the same school type with similar student demographics (i.e., similar comparison school indices). However, in lieu of a direct comparison between rating levels, the comparison school rating uses the weighted percent of points which determines the level for the overall school rating. The weighted percent of points denotes the weighted points a school earns across all applicable rating indicators (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation). Thus, the comparison school rating is the comparison between a school's weighted percent of points²² and the points for the schools in its respective comparison group. Note that the percent of points by rating indicator, weighted percent of points, and the overall rating are found on the first page of the school's rating detail report (see <http://www.ode.state.or.us/data/reportcard/reports.aspx>).

²² Some schools receive a rating penalty if they (1) fail to meet the participation target of 94.5% for one or more subgroups or (2) have a graduation rating of Level 1. ODE will lower a school's overall rating by one category if the school misses the participation target (e.g., Level 4 to a Level 3). Also, a school can have an overall rating of no higher than Level 2 if its graduation rating is Level 1. When either or both occur, ODE translates the new overall rating to the maximum weighted percent of points available for that respective rating level.

The procedure that ODE uses to produce the comparison school rating is the following: (1) separate schools by type, (2) sort the comparison school index from lowest to highest, (3) compute the mean and standard deviation for the weighted percent of points of all schools in the comparison group including the school of interest, (4) compute the z-score²³ for the school, and (5) transform the z-score into a percentile. Schools can receive one of three comparison school ratings: below average, about average, and above average. Below average refers to schools that fall into the bottom third of comparison schools (i.e., a percentile ≤ 33.33), about average represents schools that fall into the middle third of comparison schools (i.e., a percentile > 33.33 and ≤ 66.66), and above average denotes schools that fall into the top third of comparison schools (i.e., a percentile ≥ 66.66). Table 24 shows the comparison school rating for a fictitious elementary school: Jackie Robinson Elementary School.

Table 24. Example Comparison Group and Weighted Percent of Points

School Name	Comparison School Index	Weighted Percent of Points
Sacagawea Elementary School	-1.404	72.5
Eleanor Roosevelt Elementary School	-1.400	93.3
Babe Didrikson Elementary School	-1.387	56.7
Margaret Mead Elementary School	-1.352	80.0
Roberto Clemente Elementary School	-1.341	45.0
Martin Luther King Jr. Elementary School	-1.340	70.0
Marie Curie Elementary School	-1.329	57.5
Rosa Parks Elementary School	-1.300	85.0
Marcus Whitman Elementary School	-1.294	80.0
Susan B. Anthony Elementary School	-1.292	75.0
George Washington Elementary School	-1.282	75.0
Jackie Robinson Elementary School	-1.282	67.5
Jason Lee Elementary School	-1.281	69.9
Ronald Reagan Elementary School	-1.280	90.0
Meriwether Lewis Elementary School	-1.275	99.2
Harriet Tubman Elementary School	-1.271	87.5
Abraham Lincoln Elementary School	-1.266	80.0
Clara Barton Elementary School	-1.241	75.0
John Adams Elementary School	-1.240	80.0
Hank Aaron Elementary School	-1.231	78.8
Helen Keller Elementary School	-1.226	81.3
William Clark Elementary School	-1.216	85.0
Louisa May Alcott Elementary School	-1.214	100.0

The mean and standard deviation of the weighted percent of points for Jackie Robinson Elementary School and its comparison group are 76.75 and 12.73. Jackie Robinson Elementary School's z-score and percentile are -0.73 and 23.38 which results in a comparison school rating of below average.

²³ The z-score represents the number of standard deviations a value is above or below the mean.